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**http://www.usicahs.org/Library.html**

**http://www.usicahs.org/Curriculum.html**

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| **USICA Course Outline/Syllabus** |
| **Grade/Course: WORLD CURTURAL GEOGRAPHY 2103300** |
| **Grade Level:** 9th High School |
| **A)TEXT BOOK: World Geography Today: SE WLD GEOG TODAY 2005 2005 [Hardcover]****RINEHART AND WINSTON HOLT (Author)** |
| **ISBN-10: 0030646820 | ISBN-13: 978-0030646829** |
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| **Order No.:** 1 |  | **Code:**GEO3000 | **Class Type:** Online |
| **Resources:**Text bookTeacher works CD Teacher interactive onlineLinks |  |  | **Instructional Supports:**Textbook, Magazines, Journals, Websites Links, Conference,A.A. Geography Resources, Comprehensive Reading Plan |
| Skype ConferenceCNN Resources |  | **Length:** 1 year |  |
| **Area:** Social Studies |  | **Credits:** 1 | **Total Numbers of class hours**:300 hrs |
| **Type:** Mandatory |  | **Standards:**Florida Sunshine State Standards | **Prerequisite:**Students must have successfully passed a Social Studies/Geography class inMiddle and high school. |
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| **B) Description:**  |

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| This one-year World Geography course emphasizes the study people, places, and environments at local, regional, national, and international levels from the ecological, cultural, physical science, and human perspectives of geography. The social studies standards of essential content knowledge and process skills are integrated for instructional purposes using multimedia tools and technology resources..Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. Students will explore these elements of society to develop an appreciation of and respect for the variety of human cultures. |

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| **C) Objectives:**  |

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| 1. The student will understand fundamental geography concepts and their application of economic systems, regionally and globally.
2. to develop in all students to investigate the nature of the World Geography
3. The student will understand the complex nature of culture and how cultures influence the
4. characteristics of places and regions.
5. The Student will understand the relationship between physical environments and culture
6. The students will participate in a teacher created simulation of various types of economies.
7. The student will understand the characteristics and uses of maps, globes, and other geographic tools and technologies.
8. The Student will understand that common physical, biological, and cultural characteristics
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| **D) Contents** |  |

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| **UNIT 1 The Geographer’s World**Chapter 1 Studying GeographyChapter 2 Earth in SpaceChapter 3 Weather and ClimateChapter 4 Landforms, Water, and Natural ResourcesChapter 5 Human GeographyChapter 6 Human Systems**UNIT 2 The United States and Canada**Chapter 7 Natural Environments of North AmericaChapter 8 The United StateChapter 9 Canada**UNIT 3 Middle and South America**Chapter 10 MexicoChapter 11 Central America and the CaribbeanChapter 12 South America**UNIT 4 Europe**Chapter 13 Natural Environments of EuropeChapter 14 Northern and Western Europe Chapter 15 Central EuropeChapter 16 Southern Europe and the Balkans**UNIT 5 Russia and Northern Eurasia**Chapter 17 Russia, Ukraine and BelarusChapter 18 Central Asia**UNIT 6 Southwest Asia**Chapter 19 The Persian Gulf and InteriorChapter 20 The Eastern Mediterranean**UNIT 7 Africa**Chapter 21 North AfricaChapter 22 West and Central AfricaChapter 23 East AfricaChapter 24 Southern Africa**UNIT 8 South Asia**Chapter 25 IndiaChapter 26 The Indian Perimeter**UNIT 9 East and Southeast Asia**Chapter 27 China, Mongolia, and TaiwanChapter 28 Japan and the KoreansChapter 29 Mainland Southeast AsiaChapter 30 Island Southeast Asia**UNIT 10 The Pacific World**Chapter 31 Australia and New ZealandChapter 32 The Pacific Islands |  |  |
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**E. Methodology**

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| **E)Academic Methodology:** |
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|  Tests | 30% |
| Writing Reports | 20% |
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| Homework |

 | 5% |
|  Class Work |  20% |
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| Reading Assignment |

 |  25% |

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| **F) Book Reference:** |
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1.The World Today: Concepts and Regions in Geography 4th Edition (Book Only) Unknown Binding – January 1, 2009 by [REVIEW ONLY] - CramReviewText101Outlines (Author)

2.The World Today: Concepts and Regions in Geography [Paperback] by Harm J. de Blij, Peter O. Muller and Jan Nijman (Authors)

3.World Geography Today: 1995 Hardcover – January 1, 1995 by Robert J. Sager (Author)

4. Wiley/National Geographic College Atlas of the World [Paperback] Harm J. de Blij and

Roger Downs (Authors)

5.Holt World Geography Today, Map Activities [Student Edition] [Paperback] RINEHART AND WINSTON HOLT (Author)

6.Chapter Tutorials for Students, Parents, Mentors and Peers Holt World Geography Today [Student Edition] [Paperback] RINEHART AND WINSTON HOLT (Author)

7.World Geography Today [Hardcover] by David M. Helgren (Author)

**H) Web Reference:**

[**www.worlgeography.org**](http://www.worlgeography.org)

[**www.factmonster.com/ipka/A0770414.html**](http://www.factmonster.com/ipka/A0770414.html)

[**www.geographyworldonline.com**](http://www.geographyworldonline.com)

[**www.linkstolearning.com/links/world\_geography-high**](http://www.linkstolearning.com/links/world_geography-high)

[**www.sheppardsoftware.com/Geography.htm**](http://www.sheppardsoftware.com/Geography.htm)

[**www.geography.about.com**](http://www.geography.about.com)

[**www.en.wikipedia.org/wiki/Geography**](http://www.en.wikipedia.org/wiki/Geography)

[**www.enchantedlearning.com/geography**](http://www.enchantedlearning.com/geography)

[**www.worldculturesandgeo.weebly.com/resources.html**](http://www.worldculturesandgeo.weebly.com/resources.html)

[**www.lafayettejeff.org/.../world\_geography\_links.htm**](http://www.lafayettejeff.org/.../world_geography_links.htm)

[**www.experiencegeography.net/links**](http://www.experiencegeography.net/links)

[**www.worldmapsonline.com/geographylinks.htm**](http://www.worldmapsonline.com/geographylinks.htm)

[**www.cmsdnet.net/en/Resources/Students/Geography.aspx**](http://www.cmsdnet.net/en/Resources/Students/Geography.aspx)

[**www.solarnavigator.net/geography/geography\_links.htm**](http://www.solarnavigator.net/geography/geography_links.htm)

[**www.1worldglobalgifts.com/links\_to\_geography.htm**](http://www.1worldglobalgifts.com/links_to_geography.htm)

[**http://geographyworldonline.com/magazines.html**](http://geographyworldonline.com/magazines.html)

**I. Journals:**

Journal of the Royal Geographical Society of London

Journal of the American Geographical and Statistical Society

Geographical Review

Journal of Geography in Higher Education

Journal of the American Geographical Society of New York

International Journal of Geographical Information Science

Journal of World Prehistory

Journal of Coastal Research

Journal of Economic Geography

Journal of Historical Geography

Journal of Latin American Geography

Journal of Map & Geography Libraries

Journal of Third World Studies

Journal of Transport Geography

**J.Magazines:**

Smithsonian magazine, published by the Smithsonian Museum

Geographic Information Sciences

Geographical Analysis

Geographical Education

Geographical Journal

Geographical Viewpoint

Geography Research Forum

Geography Review

Geomorphology

**K. Organizations:**

The American Association of Geography

Geographical Association

**M. Comprehensive Reading Plan**

Students are required to read at least 1 book or their equivalent during each class

as independent reading at-home. Students must also read for 30 minutes at home as part of their daily homework assignment in all subjects. Check your Class Reading Assignment at [www.USICAhs.org/CURRICULUM](http://www.USICAhs.org/CURRICULUM) and check free ebooks at [www.openlibrary.org](http://www.openlibrary.org) .

**Text Book Description:**

Publication Date: August 6, 2002 | ISBN-10: 0030646820 | ISBN-13: 978-0030646829 | Edition: 1



**ACADEMIC MISCONDUCT:**

Academic misconduct includes cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement, or assisting others in any such act or attempts to engage in such acts. Academic misconduct in any form is inimical to the purposes and functions of the school and therefore is unacceptable and prohibited.

Any faculty member, administrator or staff member may identify an act of academic misconduct and should report that act to the department head or administrative supervisor.

Students violating the standards of academic honesty are subject to disciplinary action including reduction of a grade(s) in a specific course, assignment, paper, or project; a formal or informal reprimand at the professorial, dean, or academic vice president level; expulsion from the class in which the violation occurred; expulsion from a program; or expulsion from the school.

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